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AUTHOR Bowman, Harry L.
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ABSTRACT

Recruitment and retention of qualified teachers in three critical instructional areas--science (n=50), mathematics (n=50), and kindergarten (n=50)--were investigated. The study sought to assess and compare selected variables bearing upon teachers who decide to continue teaching in these areas and those who choose to resign (n=41). A survey focused on: (1) background information about the respondent; (2) teaching position in the school district; (3) interest and satisfaction in teaching assigned subject; (4) factors related to teaching; (5) factors potentially related to resignation from teaching position; and (6) attitudes toward teaching as a career. A section on future career plans was included for current teachers and a section on reasons for resignation was added for resigned teachers. Findings are given in narrative form with accompanying tabular presentations. Conclusions are presented through listings of comparisons of the similarities and differences between the two groups as they relate to the selected variables. (JD)

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KINDERGARTEN, MATHEMATICS, AND SCIENCE TEACHERS: COMPARISONS ON SELECTED VARIABLES FOR CURRENT AND RESIGNED PERSONNEL FROM AN URBAN SCHOOL DISTRICT

Harry L. Bowman
College of Education
Memphis State University
Memphis, Tennessee 38152

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Introduction

The general public and the professional education community have become highly interested in the quality of American public education during recent years. The plethora of recent studies, reports, and news media stories has raised questions about the levels and types of student learning, the amount of student discipline, and the degree of teacher competence. Admittedly, public education faces a major problem in attracting and retaining highly competent personnel to instruct the nation's students.

Many college graduates who are qualified for teaching careers, especially in mathematics and science, elect to pursue careers in higher paying jobs (Dashiell, 1983). Attracting capable personnel to teaching careers in mathematics and science is compounded by the development of negative attitudes toward these subjects among a large majority of students by the end of high school (Dashiell, 1983). Lower enrollment of females than males in mathematics and science courses has been documented at the high school and college levels by the National Opinion Research Center (cited in Roberson, Keith, & Page, 1983). In the female-dominated career field of public education, these conditions adversely affect the potential supply of college graduates who are prepared to teach mathematics and science.

Attrition of teachers is a phenomenon that will undoubtedly remain with public schools. Studies have shown that career attrition rates in the range of 40-65% have historically been highest during the first four years of teachers' careers (Mark & Anderson, 1978). More recent evidence suggests an overall increase in retention rates among teachers (Chapman & Hutcheson, 1982). The attractions for mathematics and science teachers to obtain jobs in private companies have, however, compounded the problem produced by normal attrition and a reduction in the supply of new teachers with these specializations

(Dashiell, 1983).

The shortage of qualifed mathematics and science teachers has been well documented at the national level. Recruitment and retention of qualified teachers in these two areas is a concern of the local school district in the Mid-South for which this study was conducted. In addition, kindergarten teachers represent a critical job classification in this school district. These three teaching specializations defined the parameters for this study.

Purposes

In order to address the problem identified by the school district staff, a study was designed to address three purposes. They were the following:

1. To assess selected variables for teachers in three critical instructional areas who remain in the employment of the school district
2. To assess selected variables for teachers in three critical instructional areas who do not remain in the employment of the school district
3. To compare selected variables that might differentiate between teachers in three critical instructional areas who remain or do not remain in the employment of the school district

Research Methodology

In this part of the paper, the research procedures used in conducting the study are described. The specific topics discussed are the subjects, instrumentation, data collection, and data analyses.

Subjects

The study was delimited to classroom teacher personnel assigned to the teaching areas of kindergarten, mathematics, and science. (These three areas

were defined for this study as the critical instructional areas.) Eligibility to be a subject in the study required at least a 50% time assignment in one of the three critical instructional areas. In addition to being categorized by instructional area, the subjects were classified by school district employment status (current or resigned).

Currently employed teachers were described as those teachers in the three critical areas who were employed by the school district in May, 1983, and continued their employment beyond the first month of the 1983-84 school year. The numbers of currently employed teachers in these areas were as follows: 263 in kindergarten, 251 in mathematics, and 124 in science. Random sampling procedures were utilized to select and obtain data from a sample of 50 teachers in each of the three instructional areas.

Resigned teachers were defined as those teachers in the three critical areas who resigned from employment by the school district between April, 1982, and the end of the first month of the 1983-84 school year. Only those former teachers who terminated their employment by resignation were included. The initial list of resigned teachers included those teachers in the three areas who resigned between April 1, 1982, and April 29, 1983. At the end of the first month of the 1983-84 school year, a second list was provided that included the additional resigned teachers who had submitted their resignations after the initial list was prepared.

The sample of currently employed teachers who participated in the study consisted of 150 subjects (50 from each of the three critical instructional areas). The number of resigned teachers was 47 subjects. A total of 41 resigned teachers, representing 87% of the group, participated in the study. The percentages of resigned teacher respondents by teaching area were 89% (16 of 18) for kindergarten, 85% (17 of 20) for mathematics, and 89% (8 of 9)

for science.

Instrumentation

The development of the Teacher Survey Instrument used in the study involved the project director, school district personnel administrators, and members of a Study Advisory Committee. The items of the instrument were organized in eight sections on the basis of an underlying rationale for each section. Six sections applied to all respondent groups who participated in the study. These sections focused on: (1) background information about the respondent, (2) teaching position in the school district, (3) interest and satisfaction in teaching assigned subject, (4) factors related to teaching, (5) factors potentially related to resignation from teaching position, and (6) attitudes toward teaching as a career (adapted from Merwin and Di Vesta's instrument as reported by Shaw and Wright, 1967). A section on future career plans was included for current teachers only. Another section on reasons for resignation was designed for resigned teachers only.

Data Collection

The collection of the data from the subjects using the survey instrument was conducted through interviews. Approximately half of the subjects were interviewed in person, and the others were interviewed by telephone. In order to maintain a standardized approach to the interviews, only two project staff members conducted the interviews. The data collection occurred during the time period between May, 1983, and January, 1984.

Data Analyses

The responses of each subject to the items on the survey instrument were recorded on a copy of the instrument during the interview. The project staff devised a coding system to transcribe the responses and group identification

information on data code sheets. The coded data were converted into computer-readable cards and used to create a computer data file.

Descriptive statistical procedures were utilized to summarize the data for the variables in the data file. Frequency and percentage distributions were obtained for variables involving categorical and ordinal levels of measurement as well as some quantitatively scaled measures. Means and standard deviations were computed for the variables that used quantitative scales (i.e., numbers and scores). These analyses provided information on each of the two groups of teaching personnel. On selected variables, the analyses were performed for each of the three critical instructional areas.

Inferential analyses were utilized to compare means for the two groups of subjects on selected quantitatively scaled variables. The t-test for independent groups was applied with these variables to detect differences at the .05 level of significance. The relatively small number of resigned teachers precluded the use of any techniques to compare frequency distributions of the two groups on any categorical or ordinal variables.

Findings

The results of the data collection and analyses are presented in this section of the paper. The findings include narrative commentary with accompanying tabular presentations.

The data on the number of current teachers and resigned teachers by teaching areas can be used to derive estimated annual resignation rates for the school district. The number of resignations reported for the initial period (10 for kindergarten, 12 for mathematics, and 6 for science) might be assumed to represent the resignations for essentially one school year. Based on this assumption and the numbers of teachers classified by teaching area who were employed in May, 1983, the anuual resignation rates were as follows: 3.8% for

kindergarten, 4.8% for mathematics, and 4.8% for science.

Table 1 presents a summary of demographic data on selected variables for current teachers and resigned teachers. Three fourths of the current teachers and four fifths of the resigned teachers were females. The mean on age was 40.50 years for current teachers and 31.56 years for resigned teachers. With regard to marital status, approximately one fourth of each group was single. The remainder of the resigned teachers were married, whereas two thirds of the current teachers were married. The current teachers and resigned teachers had similar distributions with respect to sex and marital status, but the mean age of current teachers was significantly greater than the mean age of resigned teachers.

The professional preparation of current teachers and resigned teachers is described in Table 2. While three fifths of the resigned teachers had completed only a bachelor's degree, three fifths of the current teachers had completed at least a master's degree. The two groups did not differ significantly on means for undergraduate semester hours in their teaching areas (28.56 for current teachers and 31.98 for resigned teachers). Current teachers had earned significantly more graduate semester hours in their teaching fields (13.91) than resigned teachers had earned (8.37). This difference would be expected because of the higher percentage of current teachers with graduate degrees. National Science Foundation or National Defense Education Act institutes had been attended by almost one third of the current teachers and by only one of the resigned teachers.

The demographic and professional preparation data are presented in Table 3 for resigned teachers classified by teaching area. Though all kindergarten teachers were females, two thirds of the mathematics teachers and three fifths of the science teachers were female. The mean ages were approximately equal

Table 1

Summary of Demographic Data on Current Teachers and Resigned Teachers

Variable	Teacher Group			
	Current		Resigned	
	f	%	f	%
Sex				
Female	114	76.0	33	80.5
Male	36	24.0	8	19.5
Total	150	100.0	41	100.0
Age (Years)				
Below 25	2	1.3	2	4.9
25 - 27	7	4.7	15	36.6
28 - 30	11	7.3	8	19.5
31 - 33	23	15.3	6	14.6
34 - 36	19	12.7	5	12.2
37 - 39	13	8.7	0	0.0
40 - 42	23	15.3	0	0.0
43 - 45	10	6.7	1	2.4
46 - 48	7	4.7	1	2.4
49 - 51	8	5.3	1	2.4
52 - 54	10	6.7	1	2.4
55 - 57	8	5.3	0	0.0
58 - 60	3	2.0	1	2.4
Over 60	6	4.0	0	0.0
Total	150	100.0	41	99.8
Mean	40.50		31.56	
S.D.	9.79		8.36	
t*	5.839			
Marital Status				
Single	39	26.0	10	24.4
Married	101	67.3	31	75.6
Widowed	10	6.7	0	0.0
Total	150	100.0	41	100.0

*t = $\pm$ 1.97, df = 189, level of significance = .05

Table 2

Summary of Data on Professional Preparation of Current Teachers and Resigned Teachers

Variable	Teacher Group			
	Current		Resigned	
	f	%	f	%
Degree Level				
Bachelor's	57	38.0	25	61.0
Master's	88	58.7	16	39.0
Specialist	2	1.3	0	0.0
Doctorate	3	2.0	0	0.0
Total	150	100.0	41	100.0
Teaching Area Semester Hours-Undergraduate				
Less than 10	12	8.0	3	7.3
10 - 19	30	20.0	9	22.0
20 - 29	32	21.3	4	9.8
30 - 39	41	27.3	11	26.8
40 - 49	24	16.0	10	24.4
50 or more	11	7.3	4	9.8
Total	150	99.9	41	100.1
Mean	28.56		31.98	
S.D.	15.12		18.57	
t*	1.085			
Teaching Area Semester Hours-Graduate				
0	54	36.0	25	61.0
1 - 9	23	15.3	5	12.2
10 - 19	26	17.3	2	4.9
20 - 29	15	10.0	4	9.8
30 - 39	23	15.3	4	9.8
40 or more	9	6.0	1	2.4
Total	150	99.9	41	100.1
Mean	13.91		8.37	
S.D.	15.93		13.27	
t*	2.264			
NSF/NDEA Institute				
Yes	45	30.0	1	2.4
No	105	70.0	40	97.6
Total	150	100.0	41	100.0

*t = $\pm$ 1.97, df = 189, level of significance = .05

Table 3

Summary of Demographic and Professional Preparation Data for Resigned Teachers by Teaching Area

Variable	Teaching Area					
	Kindergarten (N=16)		Mathematics (N=17)		Science (N=8)	
Sex	f	%	f	%	f	%
Female	16	100.0	12	70.6	5	62.5
Male	0	0.0	5	29.4	3	37.5
Age	Mean		Mean		Mean	
Years	29.7		30.9		36.8	
Marital Status	f	%	f	%	f	%
Single	2	12.5	6	35.3	2	25.0
Married	14	87.5	11	64.7	6	75.0
Degree	f	%	f	%	f	%
Bachelor's	12	75.0	10	58.8	3	37.5
Master's	4	25.0	7	41.2	5	62.5
Teaching Area Semester Hours	Mean		Mean		Mean	
Undergraduate	23.1		31.5		50.9	
Graduate	1.7		8.1		22.3	
NSF/NDEA Institute	f	%	f	%	f	%
Yes	0	0.0	0	0.0	1	12.5
No	16	100.0	17	100.0	7	87.5

for kindergarten and mathematics teachers (29.7 and 30.9 years, respectively) but somewhat higher for science teachers (36.8 years). The proportions of the resigned teachers who were married were seven eighths for kindergarten teachers, three fourths for science teachers, and almost two thirds for mathematic teachers. With regard to having earned master's degrees, the proportions were one fourth for kindergarten teachers, two fifths for mathematics teachers, and three fifths for science teachers. The means for undergraduate semester hours in the teaching area were 23.1 for kindergarten teachers, 31.5 for mathematics teachers, and 50.9 for science teachers. At the graduate level, the means were 1.7 for kindergarten teachers, 8.1 for mathematics teachers, and 22.3 for science teachers. Only one resigned science teacher had attended a National Science Foundation or National Defense Education Act institute.

Table 4 contains a summary of the data on years of teaching experience for current teachers and resigned teachers. With regard to total years of teaching experience, the means were 14.65 years for current teachers and 6.17 years for resigned teachers. The medians were approximately 12 years for current teachers and 5 years for resigned teachers. Based on years of teaching experience in the local school district, the means were 12.07 years for current teachers and 3.93 years for resigned teachers. The medians were about 11 years for current teachers and 3 years for resigned teachers. The means differed significantly for the two groups on both total years of teaching experience and years in the local district. Consequently, current teachers were at higher pay levels than the resigned teachers.

The seniority dates, tenure status, and endorsement status of current and resigned teachers are reported in Table 5. Slighlty more than half of the current teachers had seniority dates of 1972 or earlier. Only one eighth had

Table 4

Summary of Data on Years of Teaching Experience
for Current Teachers and Resigned Teachers

Variable	Teacher Group			
	Current		Resigned	
	f	%	f	%
Total Years Teaching				
2 or fewer	1	.7	6	14.6
3 - 5	19	12.7	16	39.0
6 - 8	16	10.7	12	29.3
9 - 11	22	14.7	3	7.3
12 - 14	28	18.7	2	4.9
15 - 17	21	14.0	1	2.4
18 - 20	13	8.7	0	0.0
21 - 23	11	7.4	1	2.4
24 or more	19	12.7	0	0.0
Total	150	100.2	41	99.9
Mean	14.65		6.17	
S.D.	8.25		4.19	
t*	9.031			
Years Teaching - Local District				
1	0	0.0	8	19.5
2 - 3	11	7.3	13	31.7
4 - 5	19	12.7	9	22.0
6 - 7	15	10.0	8	19.5
8 - 9	16	10.7	0	0.0
10 - 11	14	9.3	2	4.9
12 - 13	15	10.0	0	0.0
14 - 15	21	14.0	0	0.0
16 - 17	11	7.3	1	2.4
18 - 19	6	4.0	0	0.0
20 or more	22	14.7	0	0.0
Total	150	100.0	41	100.0
Mean	12.07		3.93	
S.D.	6.68		3.11	
t*	4.890			

*t = $\pm$ 1.97, df = 189, level of significance = .05

Table 5

Summary of Data on Seniority Data, Tenure Status, and Endorsement for Current Teachers and Resigned Teachers

Variable	Teacher Group			
	Current		Resigned	
	f	%	f	%
Seniority Date				
1960 or earlier	11	7.3	0	0.0
1961-62	5	3.3	0	0.0
1963-64	9	6.0	0	0.0
1965-66	8	5.3	1	2.4
1967-78	17	11.3	0	0.0
1969-70	21	14.0	0	0.0
1971-72	10	6.7	1	2.4
1973-74	13	8.7	2	4.9
1975-76	17	11.3	3	7.3
1977-78	19	12.7	7	17.1
1979-80	18	12.0	16	39.0
1981-82	2	1.3	11	26.8
Total	150	99.9	41	99.9
Tenured				
Yes	145	96.7	23	56.1
No	5	3.3	18	43.9
Total	150	100.0	41	100.0
Endorsement for Assignment				
Yes	150	100.0	38	92.7
No	0	0.0	3	7.3
Total	150	100.0	41	100.0

seniority dates beginning with 1979 or later. Among the resigned teachers, almost two thirds had seniority dates of 1979 or later. These distributions are consistent with the means of the two groups on years of teaching experience in the local school district. Almost all of the current teachers had tenure in the school district, whereas a little more than half of the resigned teachers had tenure. All current teachers had endorsement for their respective teaching areas of assignment. More than nine tenths of the resigned teachers were endorsed for their assignment areas.

Table 6 depicts the data on school assignments and reassignment requests for current teachers and resigned teachers. Among the current teachers, the expected one third representing kindergarten assignment were in elementary schools. About two fifths of the current mathematics and science teachers were assigned to junior high schools, and three fifths were assigned to senior high schools. In the composite group of resigned teachers, the 17 kindergarten teachers worked in elementary schools. Three fifths of the resigned mathematics and science teachers worked in junior high schools, and two fifths worked in senior high schools. The data on number of schools to which assigned revealed two or more for three fourths of the current teachers and only one for almost three fifths of the resigned teachers. These distributions reflect the length of service in the local school district for the two groups. Approximately three fourths of each group had never been refused a request for reassignment to another school.

Data are summarized in Table 7 for resigned teachers by teaching area on variables related to experience, tenure, endorsement, and school assignment. The means for total years of teaching experience and years in the local school district were highest for science teachers (9.6 and 4.5, respectively) and lowest for mathematics teachers (4.9 and 3.2, respectively). The means for the

Table 6

Summary of Data on School Assignments and Reassignment Requests for Current Teachers and Resigned Teachers

Variable	Teacher Group			
	Current		Resigned	
	f	%	f	%
School Level Assigned				
Elementary	51	34.0	17	41.5
Junior High	39	26.0	14	34.1
Senior High	60	40.0	10	24.4
Total	150	100.0	41	100.0
Number of Schools To Which Assigned				
1	38	25.3	24	58.5
2	51	34.0	9	22.0
3	24	16.0	2	4.9
4	28	18.7	3	7.3
5 or more	9	6.0	3	7.3
Total	150	100.0	41	100.0
Reassignment Requests Not Honored				
0	115	76.7	31	75.6
1	17	11.3	5	12.2
2	8	5.3	3	7.3
3	5	3.3	1	2.4
4	5	3.3	1	2.4
Total	150	99.9	41	99.9

Table 7

Summary of Data on Teaching Experience, Tenure, Endorsement, and School Assignment of Resigned Teachers by Teaching Area

Variable	Teaching Area					
	Kindergarten (N=16)		Mathematics (N=17)		Science (N=8)	
Teaching Experience	Mean		Mean		Mean	
Total (Years)	5.8		4.9		9.6	
Local	4.4		3.2		4.5	
Tenured	f	%	f	%	f	%
Yes	11	68.8	5	29.4	7	87.5
No	5	31.2	12	70.6	1	12.5
Endorsed for Assignment	f	%	f	%	f	%
Yes	16	100.0	14	82.4	8	100.0
No	0	0.0	3	17.6	0	0.0
Schools Assigned	Mean		Mean		Mean	
Number	1.9		1.6		2.1	
Reassignment Requests Not Honored	f	%	f	%	f	%
0	12	75.0	13	76.5	6	75.0
1-4	4	25.0	4	23.5	2	25.0

kindergarten teachers were slightly higher (5.8 and 4.4, respectively) than for the mathematics teachers. Although two thirds of the mathematics teachers were not tenured, seven eighths of the science teachers and two thirds of the kindergarten teachers were tenured. While all kindergarten and science teachers had endorsements for their assignments, about one sixth of the mathematics teachers did not have endorsements for their teaching area. (One of these unendorsed teachers taught Chapter I mathematics, the second taught junior high school arithematic, and the third taught senior high school algebra.) The means for number of schools to which teachers had been assigned were in the following order: science - 2.1, kindergarten - 1.9, and mathematics - 1.6. There fourths of each group had not been refused a request for reassignment to another school.

Table 8 presents the distributions of responses by current teachers and resigned teachers on levels of interest in their teaching areas, satisfaction in teaching the subject, and satisfaction with assignments and other assignments preferred. Among current teachers, nine tenths expressed high interest in their teaching areas, three fourths reported a high level of satisfaction in teaching the subject, and almost two thirds indicated a high level of satisfaction with their assignments. In the composite group of resigned teachers, almost four fifths revealed high interst in their teaching areas, three fifths indicated a high level of satisfaction in teaching the subject, and slightly less than half indicated a high level of satisfaction with their assignments. Half of the current teachers and two thirds of the resigned teachers did not state any preference regarding other assignments. Among each group of teachers, one sixth indicated a preference for more advanced courses. One tenth of the current teachers also identified each of two preferences: senior high subjects and less variety of course assignments.

Table 8

Summary of Data on Interest in Subject, Satisfaction in Teaching Subject and with Assignment, and Other Assignment Preferred for Current Teachers and Resigned Teachers

Variable	Teacher Group			
	Current		Resigned	
	f	%	f	%
Interest in Subject				
High	137	91.3	32	78.0
Moderate	11	7.3	7	17.1
Low	2	1.3	2	4.9
Total	150	99.9	41	100.0
Satisfaction in Teaching Subject				
High	112	74.7	25	61.0
Moderate	33	22.0	11	26.8
Low	5	3.3	5	12.2
Total	150	100.0	41	100.0
Satisfaction with Assignment				
High	96	64.0	19	46.3
Moderate	45	30.0	17	41.5
Low	9	6.0	5	12.2
Total	150	100.0	41	100.0
Other Assignment Preferred				
None	78	52.0	28	68.3
More advanced courses	26	17.3	7	17.1
Senior high subjects	16	10.7	1	2.4
Less variety	16	10.7	0	0.0
Different courses	7	4.7	2	4.9
Different location	4	2.7	1	2.4
Other	3	2.0	2	4.9
Total	150	100.1	41	100.0

The data summarized in Table 9 for resigned teachers by teaching area pertain to levels of interest in their teaching areas, satisfaction in teaching the subject, and satisfaction with assignments and preferences for other assignments. High levels of interest in the teaching area were reported by seven eighths of the science teachers, four fifths of the kindergarten teachers, and two thirds of the mathematics teachers. High levels of satisfaction in teaching the subject were indicated by four fifths of the kindergarten teachers, five eighths of the science teachers, and two fifths of the mathematics teachers. High levels of satisfaction with their assignments were expressed by five eighths of the kindergarten and science teachers while almost three fifths of the mathematics teacners were only moderately satisfied. Three fourths of the kindergarten and science teachers did not identify any preference for another assignment, but slightly more than one third of the mathematics teachers specified preference for more advanced course assignments.

Table 10 reports the distributions of assignments in mathematics by subjects and periods for current teachers and resigned teachers. The proportions of current and resigned teachers assigned to teach specific subjects were approximately the same for Chapter I mathematics, consumer mathematics, applied mathematics, and pre-algebra. With the exception of pre-algebra, the means for number of classes assigned were higher for resigned teachers than for current teachers. The proportions of teachers assigned to arithmetic classes were almost one fifth higher for resigned teachers than for current teachers, equal to almost one class more for each resigned teacher. The proportion of current teachers assigned and mean number of Algebra II classes taught were slightly higher than for resigned teachers. Except for one class of geometry being assigned to a resigned teacher, only current teachers were assigned to the classes in geometry, trigonometry, calculus, and advanced

Table 9

Summary of Data on Interest in Subject, Satisfaction with Teaching Subject and Assignment, and Other Assignment Preferred for Resigned Teachers by Teaching Area

Variable	Teaching Area					
	Kindergarten (N=16)		Mathematics (N=17)		Science (N=8)	
	f	%	f	%	f	%
Interest in Subject						
High	13	81.3	12	70.6	7	87.5
Moderate/Low	3	18.8	5	29.4	1	12.5
Satisfaction in Teaching Subject						
High	13	81.3	7	41.2	5	62.5
Moderate	1	6.3	8	47.1	2	25.0
Low	2	12.5	2	11.8	1	12.5
Satisfaction with Assignment						
High	10	62.5	4	23.5	5	62.5
Moderate	4	25.0	10	58.8	3	37.5
Low	2	12.5	3	17.6	0	0.0
Other Assignment Preference						
None	12	75.0	10	58.8	6	75.0
More advanced courses	1	6.3	6	35.3	0	0.0
Different courses	0	0.0	1	5.9	1	12.5
Other	3	18.8	0	0.0	1	12.5

Table 10

Distributions of Assignments by Subjects and Periods for Mathematics Current Teachers and Resigned Teachers

Subject/Periods	Teacher Group			
	Current		Resigned	
	f	%	f	%
Chapter I Math				
5	2	4.0	0	0.0
6	1	2.0	1	5.9
Consumer Math				
1	4	8.0	0	0.0
2	1	2.0	1	5.9
3	2	4.0	0	0.0
4	0	0.0	2	11.8
5	1	2.0	0	0.0
Applied Math				
1	1	2.0	1	5.9
2	2	4.0	0	0.0
3	3	6.0	0	0.0
5	0	0.0	1	5.9
Arithmetic				
1	7	14.0	3	17.6
2	15	30.0	1	5.9
3	3	6.0	3	17.6
4	3	6.0	4	23.5
5	3	6.0	3	17.6
6	1	2.0	0	0.0
Pre-Algebra				
1	2	4.0	1	5.9
2	1	2.0	0	0.0
Algebra I				
1	9	18.0	4	23.5
2	6	12.0	0	0.0
3	3	6.0	0	0.0
4	1	2.0	0	0.0
5	1	2.0	0	0.0
Algebra II				
1	5	10.0	1	5.9
2	4	8.0	2	11.8
3	2	4.0	0	0.0
4	1	2.0	0	0.0

Table 10 (continued)

Subject/Periods	Teacher Group			
	Current		Resigned	
	f	%	f	%
Geometry				
1	6	12.0	1	5.9
2	4	8.0	0	0.0
3	1	2.0	0	0.0
4	2	4.0	0	0.0
Trigonometry				
1	5	10.0	0	0.0
2	4	8.0	0	0.0
Calculus				
1	7	14.0	0	0.0
Advarced Math				
1	1	2.0	0	0.0
Other Non-Math				
1	6	12.0	6	35.3
2	2	4.0	2	11.8
3	1	2.0		
Total teachers	50	----	17	----

mathematics. While slightly less than one fifth of the current teachers were given at least one class assignment in a non-mathematics area, almost half of the resigned teachers had an assignment in a non-mathematics area.

The distributions of assignments in science by subjects and periods for current teachers and resigned teachers are presented in Table 11. In physical science, one third of the current teachers and seven eighths of the resigned teachers had at least one class assigned. The mean for number of classes assigned to current teachers was more than one class greater than for resigned teachers. Approximately equal proportions and mean number of classes in earth science were assigned to current and resigned teachers. In life science, slightly more than one sixth fewer current teachers than resigned teachers were assigned classes, but the mean number of classes was more than one class greater for current teachers. Current teachers were assigned all classes in biology, chemistry, ecology, and computer science. Only one physics class was assigned to a resigned teacher. Larger proportions of resigned teachers than current teachers were assigned a higher mean number of classes in arithmetic/mathematics and non-science subjects.

The percentages of affirmative responses on potential resignation factors by current teachers and resigned teachers are reported in Table 12. On the three factors related to earnings, a marked disparity between the current and resigned teachers was apparent. More than three fourths of the current teachers regarded the factors on higher entry salary and growth potential as influences that could precipitate resignation. Less than half of the resigned teachers responded positively to these factors. More than half of both teacher groups chose affirmative responses to job factors dealing with better work environment, greater administrative support, and interest in doing something different; and a majority of the current teachers also responded

Table 11

Distributions of Assignments by Subjects and Periods for Science Current Teachers and Resigned Teachers

Subject/Periods	Teacher Group			
	Current		Resigned	
	f	%	f	%
Physical Science				
1	2	4.0	2	25.0
2	2	4.0	2	25.0
3	3	6.0	2	25.0
4	4	8.0	0	0.0
5	5	10.0	1	12.5
6	1	2.0	0	0.0
Earth Science				
1	7	14.0	2	25.0
2	8	16.0	0	0.0
3	4	8.0	0	0.0
4	1	2.0	0	0.0
5	0	0.0	1	12.5
Life Science				
1	1	2.0	2	25.0
2	4	8.0	1	12.5
3	5	10.0	0	0.0
4	2	4.0	0	0.0
Biology				
1	4	8.0	0	0.0
2	3	6.0	0	0.0
3	3	6.0	0	0.0
4	1	2.0	0	0.0
5	4	8.0	0	0.0
Biology (honors)				
1	5	10.0	0	0.0
2	2	4.0	0	0.0
3	2	4.0	0	0.0
Chemistry				
1	3	6.0	0	0.0
2	4	8.0	1	12.5
3	2	4.0	0	0.0
4	2	4.0	0	0.0
5	1	2.0	0	0.0

Table 11 (continued)

Subject/Periods	Teacher Group			
	Current		Resigned	
	f	%	f	%
Physics				
1	8	16.0	1	12.5
2	1	2.0	0	0.0
Ecology				
1	2	4.0	0	0.0
5	1	2.0	0	0.0
Computer science				
1	3	6.0	0	0.0
Arithmetic/Math				
1	2	4.0	0	0.0
2	1	2.0	2	25.0
Other Non-Science				
1	6	12.0	0	0.0
2	2	4.0	1	12.5
3	0	0.0	1	12.5
Total teachers	50	----	8	----

Table 12

Percentages of Affirmative Responses on Resignation Factors for Current Teachers and Resigned Teachers

Resignation Factor		Teacher Group			
		Current		Resigned	
		f	%	f	%
A.	Earnings				
1.	higher salary at entry into new job	117	78.0	16	39.0
2.	greater potential for salary growth	127	84.7	17	41.5
3.	salary based on performance	82	54.7	13	31.7
B.	Job factors				
1.	better work environment	87	58.0	23	56.1
2.	higher level of administrative support	84	56.0	22	53.7
3.	desire to teach higher level courses	52	34.7	15	36.6
4.	failure to receive transfer requested	35	23.3	7	17.1
5.	more responsible position in new job	47	31.3	13	31.7
6.	challenge of a new job	80	53.3	18	43.9
7.	interest in doing something different	84	56.0	22	53.7
C.	Student factors				
1.	lack of motivation to learn	72	48.0	20	48.8
2.	poor discipline in school	97	64.7	23	56.1

Table 12 (continued)

Resignation Factor	Teacher Group			
	Current		Resigned	
	f	%	f	%
D. Support for public schools				
1. lack of parental support for teachers and schools	85	56.7	22	53.7
2. negative image of schools among the public	60	40.0	16	39.0
3. poor treatment of public schools by the media	66	36.7	8	19.5
E. Professional factors				
1. declining status of public school teachers in society	65	43.3	18	43.9
2. greater career advancement potential	107	71.3	22	53.7

positively to the challenge of a new job. More than half of each group also responded affirmatively to the factors on poor student discipline, lack of parental support for public schools, and greater career advancement potential.

Table 13 presents the percentages of affirmative responses on resignation factors for resigned teachers by teaching area. With regard to the three factors on earnings, a majority of the science teachers responded positively to all factors - higher entry salary, greater salary growth potential, and performance-based pay. Among the seven job factors, at least half of the responses were affirmative for kindergarten teachers on two factors (greater administrative support and interest in doing something different), mathematics teachers on three factors (better work environment, greater administrative support, and challenge of a new job), and science teachers on four factors (better work environment, greater administrative support, desire to teach higher level courses, and interest in doing something different). A majority of the mathematics teachers responded positively to the two factors on student motivation to learn and student discipline, but over half of the science teachers chose affirmative responses for only the former factor. A majority of the mathematics and science teachers selected affirmative responses to the factors on lack of parental support for public schools and greater career advancement potential.

The reasons for resignation from the local school district are summarized in Table 14 for resigned teachers by teaching area. The relocation of the spouse was cited by one fourth of the respondents as the reason for resignation. More than two fifths of the kindergarten teachers and one fourth of the science teachers reported this reason. For the composite group, more than one fourth indicated that they resigned to accept another teaching position with almost two thirds of these transferring to other school districts. Five

Table 13

Percentages of Affirmative Responses on Resignation Factors for Resigned Teachers by Teaching Area

Resignation Factor	Teaching Area					
	Kindergarten (N=16)		Mathematics (N=17)		Science (N=8)	
	f	%	f	%	f	%
A. Earnings						
1. higher salary at entry into new job	3	18.8	8	47.1	5	62.5
2. greater potential for salary growth	4	25.0	8	47.1	5	62.5
3. salary based on performance	3	18.8	5	29.4	5	62.5
B. Job factors						
1. better work environment	7	42.8	12	70.6	4	50.0
2. higher level of administrative support	8	50.0	9	52.9	5	62.5
3. desire to teach higher level courses	3	18.8	8	47.1	4	50.0
4. failure to receive transfer requested	2	12.5	4	23.5	1	12.5
5. more responsible position in new job	6	37.5	5	29.4	2	25.0
6. challenge of a new job	6	37.5	9	52.9	3	37.5
7. interest in doing something different	10	62.5	8	47.1	4	50.0
C. Student factors						
1. lack of motivation to learn	6	37.5	11	64.7	3	62.5
2. poor discipline in school	7	43.8	12	70.6	4	37.5

Table 13 (continued)

Resignation Factor	Teaching Area					
	Kindergarten (N=16)		Mathematics (N=17)		Science (N=8)	
	f	%	f	%	f	%
D. Support for public schools						
1. lack of parental support for teachers and schools	7	43.8	10	58.8	5	62.5
2. negative image of schools among the public	6	37.5	7	41.2	3	37.5
3. poor treatment of public schools by the media	4	25.0	4	23.5	0	0.0
E. Professional factors						
1. declining status of public school teachers in society	7	43.8	8	47.1	3	37.5
2. greater career advancement potential	7	43.8	9	52.9	6	75.0

Table 14

Reasons for Resignation of Resigned Teachers by Teaching Area

Reason	Teaching Area							
	Kindergarten		Mathematics		Science		Total	
	f	%	f	%	f	%	f	%
Relocation of spouse	7	43.8	2	11.8	2	25.0	11	26.8
Acceptance of teaching position:								
Another Tennessee school district	0	0.0	2	11.8	1	12.5	3	7.3
School district in another state	0	0.0	2	11.8	2	25.0	4	9.8
Private school	1	6.3	0	0.0	1	12.5	2	4.9
College/University	0	0.0	1	5.9	1	12.5	2	4.9
Higher education studies	2	12.5	2	11.8	0	0.0	4	9.8
Trainer in public agency	0	0.0	2	11.8	0	0.0	2	4.9
Employment in private company	1	6.3	2	11.8	1	12.5	4	9.8
Home duties	4	25.0	1	5.9	0	0.0	5	12.2
Other/personal	1	6.3	3	17.6	0	0.0	4	9.8
Total	16	100.2	17	100.2	8	100.0	41	100.2

eighths of the science teachers and three tenths of the mathematics teachers attributed their resignation to this reason. About one tenth resigned for each of the following reasons: assumption of duties in the home, pursuit of higher education studies, employment by a private company, and other/personal reasons. Almost one fourth of the mathematics teachers indicated that they resigned to accept employment outside of public education.

The type of position currently held or status is reported in Table 15 for resigned teachers by teaching area. Three sevenths of the resigned teachers were employed as teachers by new employers. More than half of the mathematics teachers and science teachers were in new teaching positions. Almost one fifth of the composite group had continued their education by enrolling in higher education institutions with kindergarten and mathematics teachers having higher proportions in this category. Among the approximately one sixth who were not employed, kindergarten teachers accounted for six sevenths of the group. About one tenth of the composite group had accepted employment in each of two types of positions outside education: professional or salesperson.

Table 16 presents the data derived from the responses of current teachers by teaching area concerning career plans and estimated years until retirement or resignation. More than nine tenths of the composite group indicated that they planned to remain with the local school district and nine tenths of this group expected to continue as teachers. While equal proportions of kindergarten and mathematics teachers planned to remain, a slightly smaller proportion of the science teachers planned to remain. Three fourths of the teachers who expected to change employers planned to seek employment outside the field of education. The mean for years until anticipated retirement or resignation was 14 years for the composite group. Within the teaching area groups, the means were about 13 years for mathematics teachers, about 14 years

Table 15

Distributions of Resigned Teachers by Type of Position/Status and Teaching Area

Type of Position	Teaching Area							
	Kindergarten		Mathematics		Science		Total	
	f	%	f	%	f	%	f	%
Teacher	4	25.0	9	52.9	5	62.5	18	43.9
Student	4	25.0	3	17.6	1	12.5	8	19.5
Not employed	6	37.5	1	5.9	0	0.0	7	17.1
Professional	0	0.0	2	11.8	2	25.0	4	9.8
Salesperson	2	12.5	2	11.8	0	0.0	4	9.8
Total	16	100.0	17	100.0	8	100.0	41	100.1

Table 16

Career Plans and Years Until Retirement/Resignation of Current Teachers by Teaching Area

Variable	Teaching Area							
	Kindergarten		Mathematics		Science		Total	
	f	%	f	%	f	%	f	%
Career Plans:								
Continue in present position	44	88.0	42	84.0	38	76.0	124	82.7
Job change-present employer	3	6.0	5	10.0	5	10.0	13	8.7
Job change-another education agency	1	2.0	0	0.0	2	4.0	3	2.0
Job change-outside education	2	4.0	3	6.0	5	10.0	10	6.7
Total	50	100.0	40	100.0	50	100.0	150	100.1
Years Until Retirement/ Resignation:								
1 - 3	4	8.0	9	18.0	6	12.0	19	12.7
4 - 6	5	10.0	4	8.0	5	10.0	14	9.3
7 - 9	2	4.0	2	4.0	3	6.0	7	4.7
10 - 12	11	22.0	8	16.0	6	12.0	25	16.7
13 - 15	3	6.0	8	16.0	6	12.0	17	11.3
16 - 18	2	4.0	4	8.0	7	14.0	13	8.7
19 - 21	9	18.0	5	10.0	9	18.0	23	15.3
22 - 24	3	6.0	2	4.0	3	6.0	8	5.3
25 or more	7	14.0	5	10.0	4	8.0	16	10.7
Unspecified	4	8.0	3	6.0	1	2.0	8	5.3
Total	50	100.0	50	100.0	50	100.0	150	100.0
Mean	15.0		12.8		14.2		14.0	

for science teachers, and 15 years for kindergarten teachers. The distributions indicated that half of the retirements and resignations would occur within 15 years for kindergarten and science teachers and about 13 years for mathematics teachers.

The means for the responses of current teachers and resigned teachers to the 17 factors related to teaching based on the 6-point response scale (highly negative to highly positive) are reported in Table 17. The item means on 16 of the 17 items were higher (more positive) for current teachers than resigned teachers. The item means for current teachers exceeded 4.0 (slightly positive) on 14 factors: all of the factors for colleagues, students, instructional resources, and educational facilities and two of the three factors on employment conditions. Means in the range of 3.17 to 3.58 were obtained for the two factors on non-teaching responsibilities and the pay level factor (the factor with the lowest mean). Among resigned teachers, only five of the items had means that exceeded 4.0: the three factors on colleagues and two factors on employment (work year and job security). The means were significantly higher for current teachers than resigned teachers on all factors dealing with colleagues, students, instructional resources, and educational facilities and the work-year factor of employment conditions.

Table 18 contains the summary of the data and comparisons of means for the total scores on factors related to teaching for current teachers and resigned teachers by teaching area. The possible score range for the composite score is 17-102 with a mid-point or neutral score of 59.5 for the range. Within the composite groups of teachers, the means were 15 points above the neutral value for current teachers and more than 5 points above the neutral value for resigned teachers. The mean for the current teachers was significantly higher than the mean for the resigned teachers. Among the current teachers classified

Table 17

Comparisons of Item Means on Factors Related to Teaching for Current Teachers and Resigned Teachers

Factor Item	Teacher Group				t*
	Current (N=150)		Resigned (N=41)		
	Mean	S.D.	Mean	S.D.	
Colleagues					
intellectually stimulating colleagues	4.66	1.13	4.22	1.13	2.211
level of professionalism among colleagues	4.82	1.11	4.34	1.22	2.275
level of job performance by colleagues	4.88	.96	4.42	1.02	2.584
Students					
motivation to learn	4.11	1.39	3.24	1.67	3.063
discipline in class	4.46	1.25	3.37	1.84	3.574
learning capabilities	4.75	.88	3.88	1.47	3.610
receptivity to instruction	4.43	1.17	3.78	1.51	2.559
Instructional resources					
quantity of resources	4.56	1.30	3.90	1.37	2.762
up-to-date quality of print materials	4.67	1.24	3.93	1.49	2.913
availability of needed teaching aids/equipment	4.36	1.45	3.68	1.35	2.810
Educational facilities					
quality of learning environment for students	4.38	1.43	3.51	1.50	3.321
adequacy for instructional needs of teachers	4.38	1.28	3.68	1.35	2.979
Non-teaching responsibilities					
types of responsibilities	3.57	1.57	3.46	1.21	.482
amount of time and effort required	3.58	1.60	3.29	1.38	1.151
Employment conditions					
work year	5.00	1.14	4.51	1.03	2.634
pay level	3.17	1.45	3.34	1.44	-.669
job security	4.73	1.31	4.19	1.68	1.908

*t = $\pm$ 1.97, df = 189, level of significance = .05

Table 18

Summary of Data and Comparisons of Means on Factors
Related to Teaching for Current Teachers
and Resigned Teachers by Teaching Area

Teaching Area	Teacher Group		
	Current		Resigned
Kindergarten			
N	50		16
Mean	75.60		69.94
S.D.	12.92		16.36
t*		1.263	
Mathematics			
N	50		17
Mean	75.66		59.47
S.D.	9.51		12.29
t*		4.951	
Science			
N	50		8
Mean	72.28		65.62
S.D.	12.20		13.56
t*		1.307	
Composite			
N	150		41
Mean	74.51		64.76
S.D.	11.66		14.69
t*		3.925	

*Kindergarten: $t = \pm 2.00$, df = 64, level of significance = .05
Mathematics: $t = \pm 2.00$, df = 65, level of significance = .05
Science: $t = \pm 2.00$, df = 56, level of significance = .05
Composite: $t = \pm 1.97$, df = 189, level of significance = .05

by teaching area, the means were very similar with a range from 72.28 to 75.60. Among the resigned teachers grouped by teaching area, the means were lower and more variable with values of 59.57 for mathematics teachers, 65.62 for science teachers, and 69.94 for kindergarten teachers. The only significant difference in means for teaching area groups was for mathematics teachers with current teachers having a higher mean.

The means for the responses to the items on attitudes toward teaching using the 6-point response scale (strongly disagree to strongly agree) are presented in Table 19 for current teachers and resigned teachers. Since items 3 and 5-7 are stated negatively, low scores on these items are more favorable; but high scores are more favorable for the other items. The means for all of the 12 items were more positive for current teachers than resigned teachers. Although item 4 is defined as a positive statement, the relatively low mean may indicate that it was interpreted by the respondents as negative. The means for the two groups differed significantly on eight of the items, revealing more favorable attitudes toward teaching among current teachers than resigned teachers in all instances.

Table 20 reports the summary of the data and comparisons of means for the total scores on attitudes toward teaching for current teachers and resigned teachers by teaching area. (The responses to the four negatively stated items were recoded to reverse the polarity of the response scale before computing the total scores.) Based on a possible score range of 12 to 72, the mid-point or neutral value of the range was 42. The means for the composite groups revealed that the current teachers had a mean exceeding the neutral value by about 11 points and the resigned teachers had a mean exceeding the neutral value by more than 4 points. The mean for the current teachers was significantly higher than the mean for resigned teachers. The means for current teachers classified by

Table 19

Comparisons of Item Means on Attitudes Toward Teaching as a Career for Current Teachers and Resigned Teachers

Attitude Item	Teacher Group				t*
	Current (N=150)		Resigned (N=41)		
	Mean	S.D.	Mean	S.D.	
1. Teaching is one of the best jobs that I could choose.	4.49	1.47	3.90	1.61	2.115
2. There are a lot of advantages to teaching.	4.83	1.11	4.63	1.09	1.036
3. I do not like the work that a teacher does.	1.95	1.05	2.17	1.05	-.973
4. Teaching would be a wonderful occupation for anyone.	1.99	1.34	1.95	1.34	.169
5. Teaching may be all right for some people but not for me.	1.74	1.11	2.68	1.52	-3.701
6. I am not convinced of the importance of a teaching career.	1.69	1.30	2.24	1.51	-5.189
7. As a career, teaching is not worth the sacrifice of going to college, the long yours of work, and the low pay.	2.87	1.73	3.78	1.57	-3.216
8. I enjoy being a teacher.	5.43	.87	4.81	1.31	2.857
9. Teaching is as good a job as any other job.	4.17	1.65	3.61	1.28	2.324
10. There are more advantages than disadvantages to teaching as a career.	4.49	1.37	3.59	1.48	3.502
11. I would like any job that is related to teaching.	3.99	1.53	3.68	1.47	1.188
12. If I could go back to my college days and start over again knowing what I know now, I would still become a teacher.	4.08	1.81	3.15	1.94	2.760

*t = $\pm$ 1.97, df = 189, level of significance = .05

Table 20

Summary of Data and Comparisons of Means on Attitudes Toward Teaching as a Career for Current Teachers and Resigned Teachers by Teaching Area

Teaching Area	Teacher Group		
	Current		Resigned
Kindergarten			
N	50		16
Mean	56.02		48.12
S.D.	8.88		13.23
t*		2.233	
Mathematics			
N	50		17
Mean	52.06		42.53
S.D.	9.21		7.44
t*		4.283	
Science			
N	50		8
Mean	51.40		51.37
S.D.	10.70		12.21
t*		.007	
Composite			
N	150		41
Mean	53.21		46.44
S.D.	9.77		11.24
t*		3.511	

*Kindergarten: $t = \pm 2.00$, df = 64, level of significance = .05
Mathematics: $t = \pm 2.00$, df = 65, level of significance = .05
Science: $t = \pm 2.00$, df = 56, level of significance = .05
Composite: $t = \pm 1.97$, df = 189, level of significance = .05

teaching area varied less than 5 points: 51.40 for science teachers, 52.06 for mathematics teachers, and 56.02 for kindergarten teachers. The means for the resigned teachers classified by teaching area varied almost 9 points: 42.53 for mathematics teachers, 48.12 for kindergarten teachers, and 51.37 for science teachers. Significant differences in means for teaching area groups were found for kindergarten teachers and mathematics teachers with current teachers having higher means.

Conclusions

The data presented in the study provide the basis for deriving the conclusions presented below. The first two sets of conclusions are based on the comparisons of data from current teachers and resigned teachers. The third set is derived from the analyses on selected variables for resigned teachers classified by teaching area. The fourth and fifth sets for the current teachers and resigned teachers, respectively, are based on the two sets of data that were obtained for these two separate groups.

Comparisons of current teachers and resigned teachers reveal similarities on the following variables:

1. distributions by sex
2. distributions by marital status
3. undergraduate semester hours earned in the teaching area
4. endorsements for assignments in the teaching area
5. reassignment requests not honored
6. proportions expressing preferences for assignment of more advanced courses

Current teachers exceed resigned teachers as determined by the data on the following variables:

1. average ages

2. proportions with graduate degrees
3. graduate semester hours earned in the teaching area
4. average years of total teaching experience
5. average years of teaching experience in the local school district
6. earlier seniority dates for employment by the local school district
7. proportions who are tenured by the local school district
8. proportions of mathematics teachers and science teachers who are assigned to teach in senior high schools
9. levels of (a) interest in the major assignment subject, (b) satisfaction in teaching the subject, and (c) satisfaction with subject assignment
10. proportions who prefer more senior high school subject assignments and less varity of subject assignments (mathematics and science)
11. proportions of mathematics teachers and science teachers who are assigned higher level courses in their respective teaching areas
12. proportions who identify 17 specified resignation factors as possibly influencing decisions to resign from the local school district
13. proportions who respond positively to 17 specified factors related to teaching
14. average weighted score for the composite set of factors related to teaching
15. proportions who respond positively to 12 statements related to attitudes toward teaching as a career
16. average weighted score for the composite set of statements related to attitudes toward teaching as a career

Comparisons on selected variables for resigned teachers classified by teaching area show similarities and differences as follows:

1. only female resigned kindergarten teachers and comparable proportions of female and male resigned teachers in mathematics and science
2. approximately equal average ages of resigned kindergarten and mathematics teacher and a higher average age of resigned science teachers
3. a majority of the resigned teachers in each teaching area being married but the largest proportions of single persons in the mathematics teaching area
4. a majority of the resigned science teachers having graduate degrees while a majority of the other two groups had bachelor's degrees only
5. much higher means for resigned science teachers than the other two teaching area groups on undergraduate and graduate semester hours in the teaching area
6. much higher mean for resigned science teachers than the other two teaching area groups on total years of teaching experience
7. lower mean for resigned mathematics teachers than the other two teaching area groups on years of teaching experience in the local school district
8. a majority of the resigned kindergarten and science teachers with tenure and a majority of the resigned mathematics teachers without tenure in the local school district
9. endorsement in the teaching area for all resigned kindergarten and science teachers while one sixth of the resigned matheamatics teachers were not endorsed in the teaching area
10. comparable means for the three resigned teaching area groups on number of schools assigned and equal proportions who had never been

refused a request for reassignment

11. highest proportions among resigned mathematics teachers indicating low levels of (a) interest in the major assignment subject, (b) satisfaction in teaching the subject, and (c) satisfaction with subject assignment
12. highest proportion among resigned mathematics teachers who prefer other assignments, primarily more advanced courses
13. lowest proportion among resigned kindergarten teachers and highest proportion among resigned science teachers who identify 17 specified resignation factors as possibly influencing their decisions to resign from the local school district
14. highest average weighted score for resigned kindergarten teachers and lowest average weighted score for resigned mathematics teachers on the composite set of factors related to teaching
15. highest average weighted score for resigned science teachers and lowest average weighted score for resigned mathematics teachers on the composite set of statements related to attitudes toward teaching as a career

The responses of current teachers to the variables that pertain only to this group reveal the following:

1. career plans to continue employment with the local school district
2. career plans to continue employment as a classroom teacher for most current teachers
3. an average of 14 years until expected departure from the local school district
4. the average years until retirement or resignation being highest for current kindergarten teachers (25 years) and lowest for current

mathematics teachers (about 13 years)

The findings related to the variables that apply only to resigned teachers suggest the following:

1. reason for resignation
   a. relocation of spouse and acceptance of a different teaching position as the two major reasons for resignation by the composite group
   b. relocation of spouse as the major reason and assumption of home duties as the second most common reason for resignation by kindergarten teachers
   c. acceptance of a different teaching position as the major reason for resignation by science teachers
   d. acceptance of a different teaching position and other employment as the reasons for resignation by a majority of the mathematics teachers
   e. acceptance of a different teaching position with a local school district by a majority of the teachers who resigned for a new teaching position
2. current status
   a. teacher being the most frequent current position reported
   b. student and not employed being the second and third most reported current status categories
   c. teacher as the current position of a majority of the resigned mathematics teachers and science teachers
   d. not employed as the status most frequently reported by resigned kindergarten teachers

The results of the study show that differences exist between current

teachers and resigned teachers on certain variables. Among resigned teachers, some differences are also evident when classification by teaching area is used to make comparisons. Knowledge of these differences may be useful to the local school district in the recruitment of teachers and, more especially, the application of personnel policies to teachers in these critical instructional areas.

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